



East Surrey College

**Equality Diversity & Inclusion Annual
Report**

Academic year 2023/24

Approved by Corporation Board 12 December 2024

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1 Executive Summary

Orbital South Colleges (OSC) holds equality, equity, diversity, and inclusion (EEDI) at the heart of everything we do.

The report on learner profiles at Orbital South College (OSC) highlights several key trends and achievements for the 2023/24 academic year. The number of learners declaring a learning difficulty or disability (LDD) has increased to 30%, with a notable rise in those reporting mental health difficulties and dyslexia. Despite a small achievement gap between learners with LDD and those without, retention rates for learners with LDD are slightly higher. The college has implemented various support initiatives, including one-to-one support, specialised groups, and examination adjustments, which have contributed to positive trends in achievement rates, particularly for learners aged 19 and over.

In terms of ethnicity, there is no significant difference in achievement between White British learners and those from other ethnic backgrounds. However, specific groups, such as 16-18-year-old learners of Bangladeshi origin and 19+ learners identifying as Gypsy or Irish Traveller, have shown remarkable achievement rates. Gender analysis reveals that female learners outperform male learners by a small margin, but both groups are in line with the overall college performance. Age-wise, 19+ learners achieve better than their younger counterparts, with a notable 7.3 percentage point difference.

Other important learner profiles include those receiving Free School Meals (FSM), young carers, and learners with an Educational Health and Care Plan (EHCP). While FSM recipients have higher retention rates, their achievement rates are slightly lower compared to their peers. Young carers, making up 2% of the college population, show better retention rates than non-carers however lower than expected pass rates for those who carer for others impacts over all achievement (77.5%). Learners with an EHCP, contributing 10% to the overall population, also demonstrate excellent retention and achievement rates, reflecting the college's commitment to supporting diverse learner needs.

Our staffing profiles remain broadly similar to those of recent years, with a greater number of female than male employees and a strong female presence within our senior leadership. Our gender pay gap continue to fall, however we have seen a levelling off in our ethnicity pay gap, although as this is only our second year of reporting it is difficult to draw trends at this point

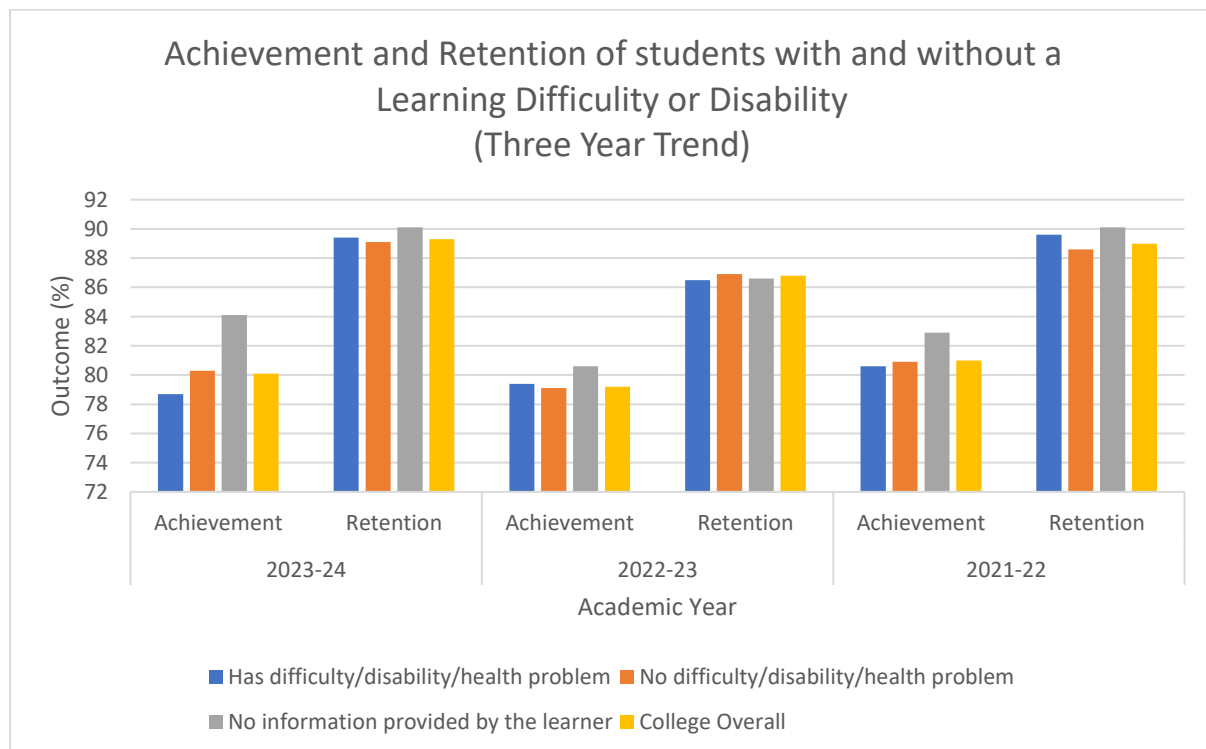
We have seen positive activities to celebrate equality and diversity in the year, notably our end of year ED & I conference which brought all staff together for a whole college conversation, while challenging this has stimulated debate amongst staff groups as we considered our own privilege and unconscious bias.

2 Learners

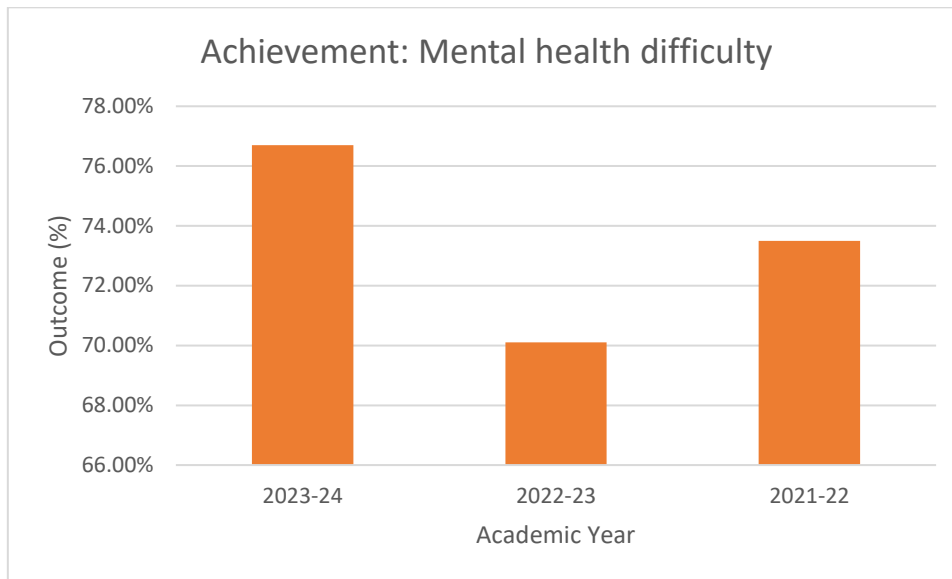
2.1 Learner Profiles: Disability

Classroom-based

The number of learners declaring a learning difficulty or disability (LDD) at Orbital South College (OSC) has fluctuated year on year. In the 2023/34 academic year, 30% of enrolled learners declared they had LDD, marking a significant increase of 4 percentage points (pp) compared to the previous year. While there is a small achievement gap between learners with LDD and those without (-1.6pp), learners with difficulties have a marginally higher retention rate (+0.3pp). Over a three-year period, OSC's achievement and retention rates have remained relatively stable for those with declared LDD and those without. This data suggests that, despite minor differences in achievement and retention between these groups, the college is successfully meeting the need of learners.



Mental health needs and the associated wellbeing of learners has always been a large focus at OSC. In the 2023/24 academic year, the number of learners declaring mental health as a disability increased significantly, with 236 learners reporting a mental health difficulty compared to 209 the previous year, marking a 12.9% increase. Achievement for learners who declared a mental health difficulty rose by 6.6pp from the previous year, reaching a three-year high of 76.7%. Additionally, learners aged 19 and over who identified as having a mental health difficulty outperformed those with no declared learning difficulty or disability (LDD), with achievement at 92.2%.



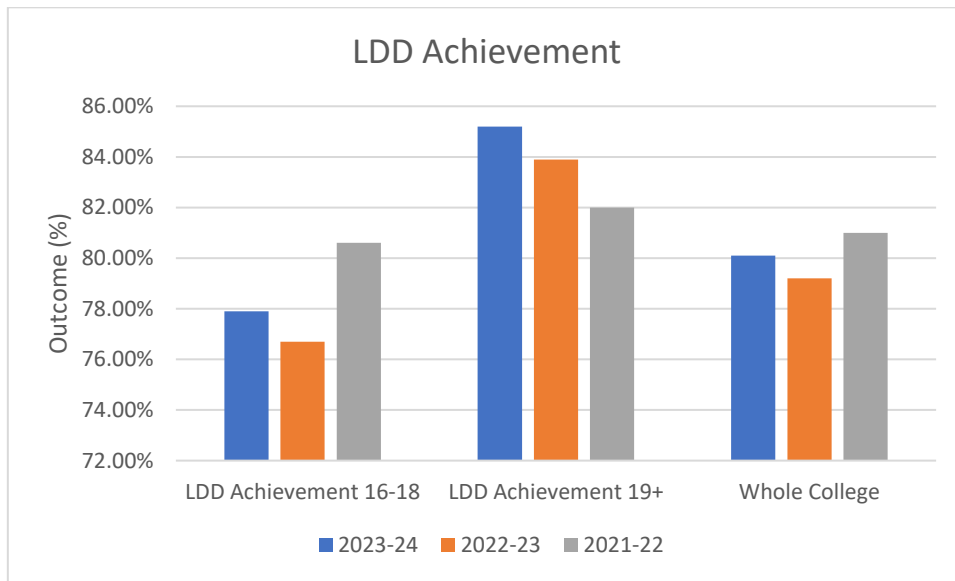
The number of learners reporting dyslexia at OSC rose significantly, with an increase of 9 pp compared to previous year. Learners aged 19 and over, achieved as well as the 19+ whole college cohort, with an achievement rate of 88.4%. However, there is a -3.5pp gap in achievement between those identifying dyslexia at 16-18 and the whole college.

To support students with dyslexia, OSC implements several initiatives. The college offers one-to-one support and specialised support groups tailored to the needs of dyslexic students. Additionally, OSC provides adjustments to examinations where applicable and undertakes 'Normal Way of Working' assessment. The college also runs Continued Professional Development sessions for staff to better understand and address the challenges faced by dyslexic learners.

In 2023/24 academic year, learners with LDD aged 16-18 achieved better than previous year (1.2pp). For learners aged 19 and over, the achievement rate has consistently improved over the past three years by 3.2pp to 85.2%. Overall, there is a positive trend in achievement rates for learners with LDD, particularly for those aged 19 and over.

When comparing learners with LDD to those without, it is evident that learners with LDD aged 19 and over consistently outperform their peers without LDD across the years. In 2023/24 academic year, learners with LDD aged 19 and over achieved a rate of 5.1pp better compared to the whole college. Similarly, in the 2022/23 academic year, learners with LDD achieved 83.90%, while the whole college rate was 79.2%, showing an advantage of 4.7pp. Efforts to support learners with LDD appear to be particularly effective for the older age group.

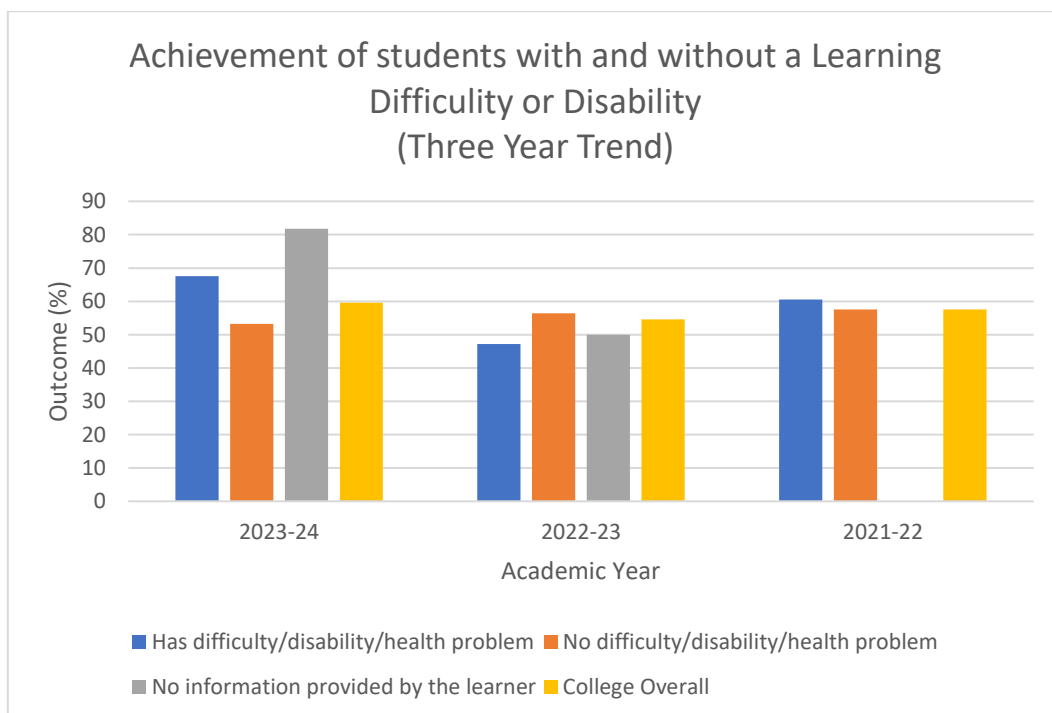
In eight categories 16–18-year-old learners with LDD outperformed their peers (whole college). An example is for those who identified a vision impairment need, exceeding the achievement of whole college (by age group) +9.6pp. Learners registered as 19+ support similar findings with 14 out of the 18 LDD categories exceeding whole college achievement (by age group), including those with Aspergers +6.5pp.



Apprenticeships

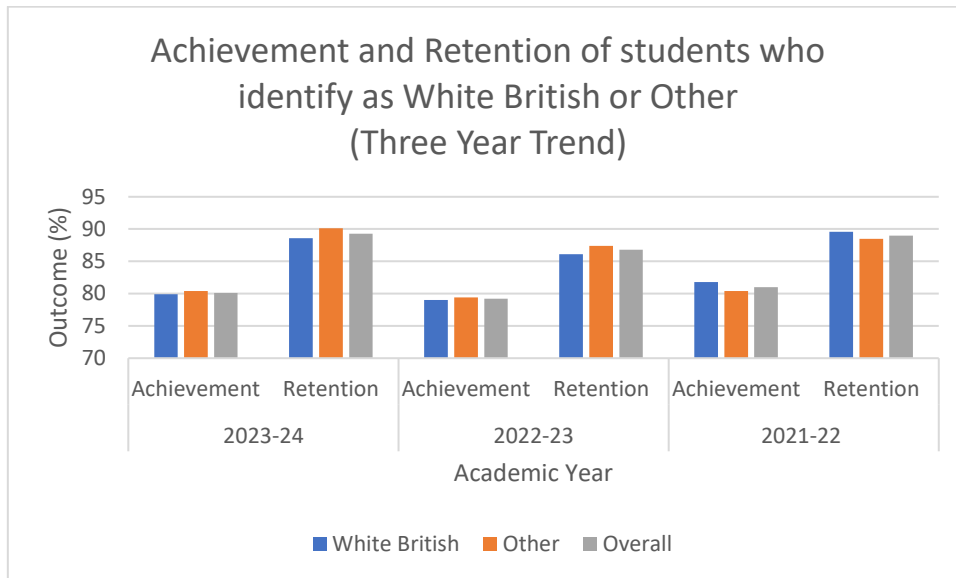
A total of 37 learners reported they had a LDD in 2023/24 academic year (20%), this has increased by 1 learner compared to previous year. Achievement rates for apprenticeship learners with LDD is 67.6% against whole college of 59.6%.

Due to the low numbers of learners within each LDD category for apprenticeships there is not a suitable range of data to be able to draw further comparisons between categories.

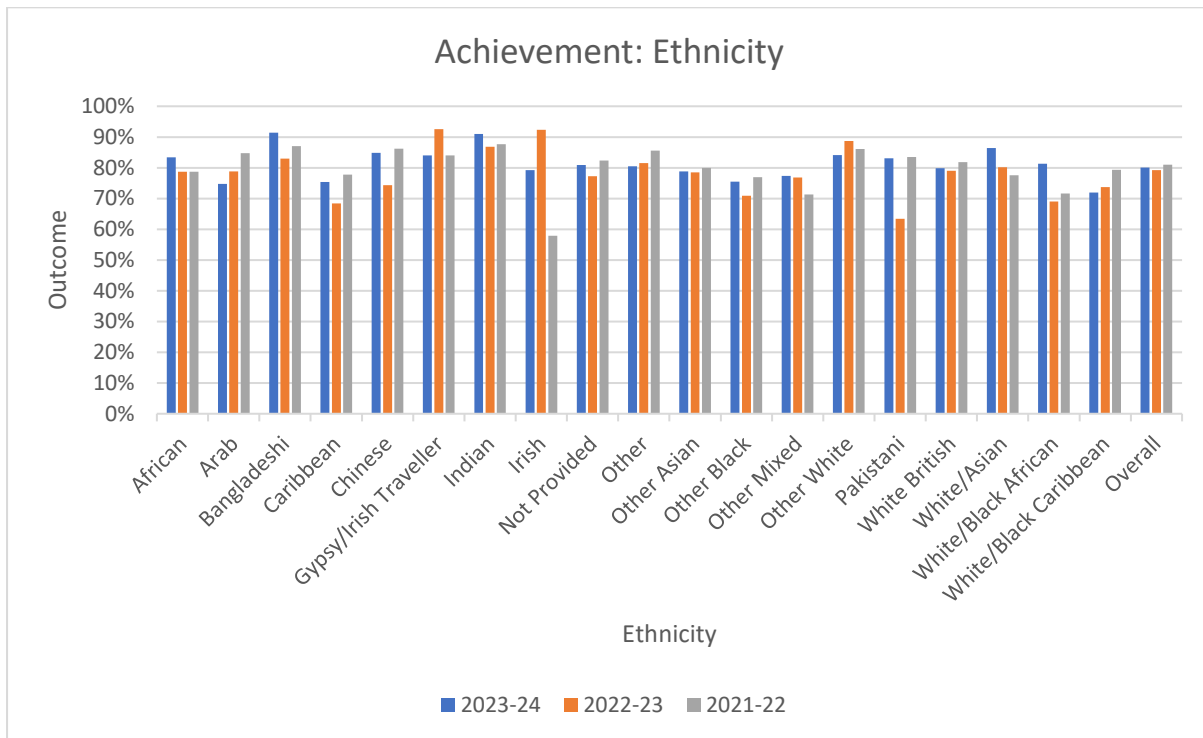


2.2 Learner Profiles: Ethnicity

In 2023/24 there was no significant difference in achievement between learners who identified as White British and those who identified as All Other (+0.5pp All Other). Achievement for All Other learners is in line with whole college (+0.3pp All Other)



The most significant achievement rates in comparison to whole college is 16-18 learners reporting a Bangladeshi origin, 95% of learners within this area achieved, +17.1pp in comparison to whole college, this cohort consisted of 20 learners, increasing from 17 the previous year. Learners who were 19+ and identified as Gypsy or Irish Traveller learners out-performed their counterparts (+14.8pp), it should be noted that this cohort was made up of 2 learners.



2.3 Learner Profiles: Gender

The learner population is split 49% female and 59% male; this is similar to 2021/22. Female learners outperform male learners by 2.5pp, but both are in line with whole college. There is no significant difference in retention of male/female learners.

2.4 Learner Profiles: Age

69% of classroom-based learners at OSC are 16-18, 31% are 19+. There is no significant difference in retention for learners based on age but learners who are 19+ achieve better (+7,3pp).

2.5 Learner Profiles: Other

The following categories are not recognised as protected characteristics; however, it is important to monitor the progress of these groups as often learners who come from low-income households or complex family circumstances can become disadvantaged in the learning environment.

2.5.1 Free School Meals

18% of 16-19 learners were in receipt of Free School Meals (FSM) in 2023/24 academic year. Learners who were eligible for FSM had a retention rate of 91.8%, which is significantly higher compared to the 88.5% retention rate of those not eligible for FSM. Although the difference is not substantial, the achievement rate for learners receiving FSM was slightly lower by 0.8pp. Overall, while learners receiving free school meals are retained at a higher rate, they tend to have slightly lower achievement and pass rates compared to their peers who do not receive free school meals. This reflects the College's Support and Intervention strategy which works to maintain vulnerable learners in provision rather than withdraw when attendance and work completion are impacted by external issues.

2.5.2 Young Carers

Learners that are Young Carers make up 2% of the college population and are consistently retained better than those who are not (94.9% vs 89.2%). Young Carers however do not pass their qualification as frequently as those who are not carers (81.7% vs 89.9%). This reflects the College's Support and Intervention strategy which works to maintain vulnerable learners in provision rather than withdraw when attendance and work completion are impacted by external issues.

2.5.3 Educational Health and Care Plan

Learners with an Educational Health and Care Plan (EHCP) contribute 10% to the overall college population, this is a 2pp increase on previous year. Learners with an EHCP receive an excellent experience at OCS, they are retained better than those without and achieve well, 88.2% achievement, 96.9% retention.

2.6 Diversity and Inclusion plans

As part of the college commitment to ensure the fair treatment of all its learners and prospective learners in matters relating to their studies OSC will:

- Monitor achievement in year and at end of year for retention and achievement identifying trends and acting upon them.
- Continue to take appropriate action identified as a result of learner feedback, monitoring the impact.
- Undertake inspection framed 'Deep Dives' on minority areas to include LDD, High Needs Learners (HNL) and BAME learners.
- Review the admission process to identify apprenticeship applicants with LDD and EHCPs working towards having appropriate support in place from first day of study.
- Ensure digital marketing materials are accessible and meet the Public Sector Bodies Accessibility Regulations 2018.
- Actively commit to the Croydon Equalities Pledges and George Floyd Race Matters Pledge.

2.7 Progress towards achieving targets

- Timely EDIMS data created and reviewed against whole college.
- Creation of action plans for improvement where necessary.
- Introduction of student enrichment initiatives to ensure more rounded student development. Groups include Dyslexia Awareness Club, LGBTQ+ Society and Critical Thinking, Human Books and Proud to be Me events.
- Monitoring of complaints and availability to filter in relation to Equality, Diversity and Inclusion.
- Inclusion of external stakeholders when curriculum planning to ensure curriculum offer at OSC meets the needs of local communities.
- 'Deep Dives' planned for academic year with HNL.
- Minority groups identified within Quality Assurance Reviews.
- Pledged to Croydon Equality and George Floyd Race Matters pledge, actively engaging with priorities.

3 Staff

3.1 Summary

OSC, recognises that a diverse and inclusive workforce makes us a more effective organisation. To support this, we have accreditation as Disability Confident and Mindful Employer. Further we continue to sign up to the Croydon Equality Pledge and the George Floyd Race Matters Pledge, using the Pledges within each to drive and assess our commitment to this agenda.

Within this section of the report, we demonstrate the diversity of our staff group, and how this is related to the communities we work within.

3.2 Equality Objectives

In 2020 the college set out 6 Equality Objectives (refer to appendix 1) to support our activity. We are in the process of reviewing these objectives to ensure they remain fit for purpose, and they will be published in 2025. This is an exercise that we propose to drive through our Equality, Diversity and Inclusion staff forum to ensure that the objectives are embedded from the ground up within OSC.

While this activity is developed, we continue to reference our existing objectives as a measure of our activity and commitments to Equality Diversity and Inclusion. Of the six objectives points 1, 5 and 6 specifically relate to staff:

1. To recruit, support and develop a diverse workforce that meets the needs of students
5. To sustain and develop an inclusive learning and working environment that promotes equality and diversity
6. To protect the interests of all members of the College community irrespective of their characteristics.

In delivering these objectives for staff we have the following actions and processes in place:

- Attracting staff through a wide range of avenues to bring a wide range of candidates offering a diversity of skills, knowledge and experience to our students.
- We provide opportunity for adjustment throughout the recruitment process to specifically meet the needs of the candidates. This includes consideration of flexible working opportunities that support work life balance and recognise that our colleagues may need alternatives to standard working patterns to support them at work
- We remain committed to both the Croydon Equality Pledges and the George Floyd Race Matters Pledges to inform our thinking and have retaken the pledge again in 2024.
- All staff undertake Equality & Diversity training within their first weeks at the college. This is an online training platform that establishes and informs our expectations of all staff members.

- We have robust policies and procedures that support a diverse and inclusive culture, most notably:
 - Equality
 - Recruitment and Selection
 - Bullying and Harassment
 - Capability policy
 - Disciplinary
 - Attendance Management
 - Wellbeing
- We are accredited as a Disability Confident Employer, demonstrating the standards required to achieve this accreditation.
- We offer enhanced benefits that support those on family and adoption leave.
- We publish, analyse, and act upon our gender pay gap reporting, and for the second time this year we have carried out an ethnicity pay gap reporting exercise.
- In 2024 we held a staff EDI conference, all staff were invited to discuss and share their understanding of equality, diversity and inclusion supported by a specialist facilitator. This created a platform to challenges thinking and to increase understanding of others lived experiences. The focus also moved to intersectionality, privilege and unconscious bias and recognising that individual are multi-faceted and not defined by one characteristic or another.

3.3 Gender

In 203/24 66.37% of our staff were female a minor change from 66.15% in the previously tear. We mirror the Further Education sector as a whole almost exactly, with 65.2% of those working in the sector being female¹.

We continue to see a high proportion of female colleagues in senior roles: 100% of our executive and 63% of our senior leadership team. This is in contract to the FE workforce in general where 42% of CEOs/ Principals and 52% of Executive are female².

Our Governing body is more evenly split with 45 % female and 55% male.

3.3.1 Gender Pay Gap Reporting

In line with our legal obligations we report on our gender pay gap each year

Mean and median pay gaps are calculated as the percentage difference in female pay compared to male pay. The mean is the total salary of males / females divided by the number of males / females. The median is the salary of the middle-ranked female compared to the middle-ranked male across all grades.

¹ Further Education workforce data annual statistics, www.gov.uk

² AoC Senior Pay survey 2023

	Mean Average 2024 (%) *	Median Average 2024(%) *	Mean Average 2023 (%) *	Median Average 2023 (%) *
OSC	3.87%	9.14%	5.33	9.43

We are confident that our male and female employees are paid equally for doing equivalent jobs within the College. We are pleased to note that both our mean and medium pay gaps have decreased on the previous year, with a notable 1.46% drop in our mean average pay gap. We would also note that in 2017 when reporting started our median pay gap was at 17.24%, showing an 8.1% fall to this year.

Our gender pay gap as in previous years is more prevalent in teaching support roles; learning Support Assistants are still predominately female and are in the lower quartile of pay. This is contrasted with a higher proportion of male employees within our trade a, construction and engineering roles which traditionally attract higher industry premiums in pay,

3.4 Religion

Our staff are drawn from a diverse community of faith and religion that has remained relatively unchanged reflecting the diverse nature of our wider community.

Religion	OSC			ESC % of Workforce 2024	Surrey data 2021 UK Census	JRC % of Workforce 2024	Croydon area 2021 UK census data
	% of workforce 2022	% of workforce 2023	% of Workforce 2024				
Atheist	2.15%	2.03%	1.74%	1.26%		4.69%	
Buddhist	0.39%	0.68%	0.43%	0.50%	0.60%	0.00%	0.60%
Catholic	2.93%	3.39%	3.04%	3.27%		1.56%	
Christian	25.78%	25.96%	24.08%	22.92%	50.10%	31.25%	48.90%
Church of England	5.08%	3.84%	4.12%	4.53%		1.56%	
Hindu	2.15%	2.48%	2.60%	3.02%	2.00%	0.00%	5.90%
Islam	3.71%	5.19%	4.99%	4.03%	3.20%	10.94%	10.40%
No religious belief	25.20%	22.57%	19.74%	19.40%	36.60%	21.88%	25.90%
Other	2.54%	2.48%	2.39%	2.27%	0.50%	3.13%	0.80%
Protestant	0.20%	0.00%	0.00%	0.00%		0.00%	
Roman Catholic	1.17%	0.68%	0.65%	0.76%		0.00%	
Sikh	0.39%	0.23%	0.22%	0.25%	0.60%	0.00%	0.40%
Spiritual	0.78%	0.68%	0.65%	0.25%		3.13%	
Jewish	0.00%	0.00%	0.00%	0.00%	0.30%	0.00%	0.20%
Unknown	27.54%	29.80%	35.36%	37.53%	6.30%	21.88%	6.90%

Our data is not categorised to the same format as the national Census data; however, the data does allow for broad benchmarking against our local populations.

3.5 Ethnicity

In previous years we have shown our ethnicity staff data by campus, however as staff increasingly work across the group, this has become less relevant; We operate in diverse areas and our staff profile is reflective of that.

Ethnicity	2024 Staff %	Surrey Census data 2021	Croydon Census Data 2021
Asian / Asian British	9.54%	7.70%	17.50%
Black / African / Caribbean / Black British	8.89%	1.70%	22.60%
Other ethnic groups	3.90%	5.10%	11.50%
Prefer not to declare / unknown	8.24%		
White	69.41%	85.50%	48.40%

Our governing body broadly mirrors our staff profile as 81% describe themselves as white and 19% as Black, Black British, Caribbean or African³.

We are also more diverse than the FE sector as a whole, where 20.6% of staff identified as belonging to an ethnic minority⁴.

3.5.1 Ethnicity pay gap reporting

Please see gender pay gap reporting for an explanation of how this data is collated and interpreted.

In 2023 we undertook our first ethnicity pay gap reporting exercise. In our second year we have seen a slight downward trend, however this still shows a parity in the pay of all colleagues. Our mean pay gap in 2024 was 0.16% down from -9.66% in 2023 and the median was 1.55% down from -7.16% in 2023.

3.6 Sexual Orientation

A majority of our staff, 69.41%, describe themselves as heterosexual, this is below the averages for our localities but most easily explained by the high level of staff who remain undisclosed at 28.42%.

³ Information relating to Governors refers to Independent Governors.

⁴ Further Education workforce data annual statistics, www.gov.uk

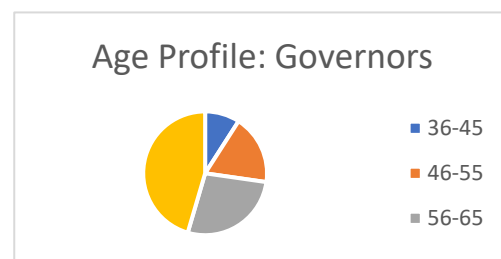
Sexual Orientation	OSC % Data 2024	Croydon 2021 Census Data	Surrey 2021 Census Data
Bisexual	0.43%	1.20%	1.10%
Gay man	0.22%	1.50%	1.20%
Gay woman / lesbian	1.30%		
Heterosexual / straight	69.41%	87.80%	90.70%
Pansexual		0.10%	0.10%
Asexual		0.00%	0.10%
Other	0.22%	0.20%	0.10%
Unknown	28.42%	9.10%	6.90%

3.7 Age

The majority of our staff are in the 35 to 55 age brackets, we have also seen a small rise in the number of staff aged 55 and over, up by 1.99% on last year. In FE as a whole the median age in 2021/22, the last year for which data is available was 46⁵.

Age Profile	2024	2023
Under 35	17.57%	20.12%
35 to 55	45.12%	44.56%
Over 55	37.31%	35.32%

Our governors profile shows the same pattern as that of our staff, with a greater proportion in the greater age categories



3.8 Disability

As in previous years just over 5% of our staff and governors have declared themselves to have a disability. 16.7% of staff have either failed to declare or withheld that information from us.

⁵ Further Education workforce data annual statistics, www.gov.uk

3.9 Equality, Diversity & Inclusion: Thinking Ahead

As an employer we recognise the value and importance of drawing from a diverse pool of employees. We do not underestimate the importance of reflecting the culture and background of our students in our staff population.

We continue to align our activities to the Croydon Equality pledges, and the George Floyd Race Matters pledge which provide a framework that drives operational activity that will support our Equalities agenda. Specifically, we are:

- This year we intend to report on disability for pay gap analysis, however the pool size is such that it prevents external publication.
- Staff and managers can update and manage their records and are actively encouraged to do so to ensure that we hold better quality information that supports our decision making.
- Reinvigorate our Equality, Diversity and Inclusion forum to become more staff led, with a focus on activities and actions that are driven by staff teams for their colleagues.
- Consult with staff through our forum to review our equality scheme and objectives to ensure that we are challenging our thinking and embedding activities that will value and promote diversity.
- Continue to create further opportunities within our staff learning events and conferences to share lived experience and to engage with our wider staff body on how we can be more inclusive.
- Extend our consideration of equality, beyond legally protected characteristics, to consider all areas in which individuals have the potential to suffer detrimental treatment.
- We continue our journey to hold and therefore report with better quality data, allowing us to consider not only the characteristics of our staff members but how they impact their working lives, by aligning the data to employee relations and recruitment, and promotion exercises.
- While we have introduced anonymisation of CV's and application forms through our recruitment process, we need to ensure that this is embedded and that we can ensure that unconscious bias is removed from this process.

Appendix 1

EQUALITY SCHEME AND OBJECTIVES 2020-2023

This document is currently under review and included as a reference only.

INTRODUCTION

The East Surrey College Corporation (the College) is committed to ensuring the fair treatment of all its staff, volunteers, agency workers, contractors, students of all levels, all age groups and cohorts and the fair treatment of prospective and past students in matters relating to their studies at the College.

In order to achieve this commitment, the College works hard to provide equality of opportunity and to eliminate unlawful discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation. We work to support those in receipt of Free School Meals and/or bursary, Looked After Children, Young Carers, Care Leavers. This commitment is not just about complying with legal requirements, it is about exceeding them. Our commitment is in every aspect of what we do as an employer and a provider of education.

LEGISLATION

The East Surrey College Corporation recognises its legal duties under the general equality duty within the

Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who don't share it
- Foster good relations between people who share a protected characteristic and those who do not share it

The nine protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation and marriage or civil partnerships. However, we recognise that there are also some disadvantaged groups within the College who are not covered by the legislation, for example, students in poverty, with complex and adverse childhood experiences and those from socially disadvantaged backgrounds who need similar protection and support in order to access the same opportunities as others.

SCOPE

The Chief Executive and the Governors are responsible for ensuring that the College complies with Equality legislation and for approving and reviewing the Scheme and monitoring its implementation. The Chief Executive is responsible for giving a consistent and high-profile lead on equality issues, promoting the Scheme inside and outside of the College.

The Equality Forum has been set up as a steering committee to ensure that the actions contained within the Equality Scheme are undertaken and completed.

The Director of Human Resources and Professional Development is responsible for the monitoring and implementation of all aspects of this Scheme relating to the employment of staff. This includes the monitoring of fair selection processes and their impact on the staff profile of the College.

Managers are responsible for putting the Scheme, its strategic objectives and processes into practice, making sure that all staff know their responsibilities and receive support and training in carrying these out, following the relevant processes and supporting staff when and where required.

All staff are responsible for ensuring that they are able to recognise discrimination and to challenge or report it if they witness it, promoting equality, ensuring that they do not discriminate against anyone. Staff will also take up training and development opportunities to keep up to date with equality and diversity matters.

All Students have a responsibility to positively engage with Equality and Diversity themes in tutorial and in taught sessions. Students must also ensure their own behaviours reflect the College values in terms of equality, tolerance and respect. Students will report any behaviours they witness which may be discriminatory.

EQUALITY OBJECTIVES 2020-2023

1. To recruit, support and develop a diverse workforce that meets the needs of students
We will seek to achieve this through:
 - A human resources strategy that identifies equality considerations and is regularly monitored and reviewed.
 - Fair, transparent and supportive recruitment procedures that recognise the barriers that can be faced by diverse groups.
 - Regularly collecting, analysing and publishing workforce monitoring data and developing strategies to address barriers and gaps.
 - Promoting fair and transparent criteria for staff pay structures.

- Ensuring no unintentional bias in our actions, policies and processes.
 - Reducing the gender and ethnicity pay gap by ensuring talent and succession planning is transparent and fair.
 - Provision of training and professional development so that staff are knowledgeable and equipped to meet the diverse needs of students and know how to implement equality of opportunity in their practice.
 - A framework of core personal competencies and the Personal Performance Development Review (PPDR) so that staff understand their personal responsibility to deliver equality outcomes.
 - Ensuring that there is a working environment where everyone is treated with respect and dignity
 - Engaging staff in the development and review of College policy and strategy.
2. To engage with students and stakeholders to improve equality outcomes and participation for diverse students.
- We will seek to achieve this through:
- Developing our 'Student Voice' strategies and structure so that they are inclusive, support participation and are influential in improving outcomes for all cohorts of students including those with additional needs.
 - Taking appropriate actions identified as a result of student feedback and monitoring the impact.
 - Developing our employability and personal development and student enrichment initiatives to ensure more rounded student development, informed by a comprehensive understanding of the issues that our cohorts face.
 - Our engagement with community groups, agencies and partners to take account of the needs of vulnerable or marginalised groups in our planning and policy development.

- Regularly reviewing College priorities with students and stakeholders to take account of changing needs and interests.
3. To support access to learning for different groups of students.
- We will seek to achieve this through:
- Ensuring that our admissions processes enable all students to access information, advice and guidance to make informed choices and to be considered for courses and / or training on an equal and consistent basis.
 - Implementing a risk assessment system that is fair and sensitive to the situations of individual students.
 - Ensuring the curriculum design reflects our intent to meet the diverse profiles of students so that they are able to develop the positive behaviours required by employers and to be active participants in their communities. Collecting and analysing data gathered through the IAG process and via initial assessment and course induction to inform the support, teaching and learning resources made available to meet students' requirements for access to learning.
4. To raise the achievement and success levels of different groups of students.
- We will seek to achieve this through:
- Monitoring and strategically reviewing the achievement / success rates of students by age, level disability, ethnicity, Looked After Children, those in receipt of Free School Meals and/or bursary support, those with High Needs, and gender and other diverse groups as appropriate.
 - Target setting and monitoring for attendance, retention, achievement and success against key performance indicators.
 - Raising aspirations through individually negotiated learning plans and targets framed within study programmes.

- Resourcing on-programme specialist support services to meet the needs of students with a specific disability, or learning difficulty, or emotional and/or behavioural difficulty, or health issue.
5. To sustain and develop an inclusive learning and working environment that promotes equality and diversity
- We will seek to achieve this through:
- Activities that promote the awareness and celebration of equality and diversity among students, staff and our community partners.
 - Working to equality and diversity objectives that are mainstreamed, publicised and monitored to bring improvements for students and staff.
 - Giving priority to equality and diversity considerations within our programme of continuing professional development and framework for evaluating the quality of teaching and learning.
 - Further embedding equality and diversity into the learning experience of apprentices and off-site students.
 - A curriculum offer and service that promotes community cohesion.
 - Systematically measuring the impact of proposed and existing policies and practices on equality and diversity throughout the College.
 - Developing our internal, external and partnership communications to be inclusive and to promote good relations amongst staff, students and local communities.
 - Ensuring that our commissioning and procurement processes take account of equality and diversity requirements.
 - Benchmarking our performance both within College and with external partners and sharing and implementing good practice.

6. To protect the interests of all members of the College community irrespective of their particular characteristics.

We will seek to achieve this through:

- Robust and embedded safeguarding policies and procedures that are reviewed termly.
- Where appropriate, developing support forums for students with particular needs or protected characteristics.
- The requirement for all staff and governors to undertake training in safeguarding (including the Prevent Duty) and in equality and diversity.
- Promoting a strong culture of tolerance and respect by all staff, modelling professional behaviours
- Taking action to deal effectively with all forms of bullying (including cyber bullying) and harassment so that all in the College community are treated with dignity and respect.

MONITORING AND REPORTING ON PROGRESS

Data collection is a key aspect of Equality and Diversity Impact Measures (EDIM) analysis and also development and implementation plans for the College and departments.

STUDENT INFORMATION

Key performance indicators:

Retention, Pass Rates, Achievement, Value Added, Attendance, Progression/Destinations, Learner Experience

Data collected:

Postcode of the student Student surveys

Disability codes Achievement data

Further Support Assessment Questionnaire Progression information

Risk Assessments

Attendance / punctuality Destination data

Assessment grades, Value Added Complaints/Compliments

Withdrawals and transfers

Data for all types of provision is also collected, analysed and presented to governors on a regular basis. The aim of these key performance indicators is to compare different groups and aspects to monitor experience and equality of opportunity for students. The different analyses are then used to support development for the College and its provision for students via course reviews, departmental and College Self-Assessment Reports and Quality Improvement Plans, Service Level Agreements, Curriculum and Support Quality and Performance Reviews.

STAFF INFORMATION

- Gender, disability, age and ethnicity profiles of employed staff by grade and type of work.
- Applications for employment, appointments, training and promotion.
- Post induction staff survey.
- Exit surveys.
- Monitoring of completion of equality and diversity online training.
- Monitoring of completion of additional equality and diversity training, as directed by the Executive.
- Grievances – to address any underlying issues in relation to equality and diversity and to action any training needs as a result.
- Leavers – to monitor the equality and diversity make-up of staff leaving the College in comparison to the equality and diversity profile of existing staff.

The College staff equality and diversity profile is compared to that of the student population as well as the local community and is provided to the Finance and Resources Committee on a termly basis.

KEY COLLEGE ACTIVITIES

As a learning provider:

- Comprehensive induction programme for students covering the importance of equality and diversity.
- Customer feedback policy and procedures to give students a mechanism for making suggestions, making complaints or giving compliments and positive feedback.
- Student Representatives, Department and College Councils and a Student Representative Induction Conference to give students opportunities to express their views and be part of the College improvement process.

- Student Surveys used at various points in the year and course to gather views of students for the College to use in quality improvement.
- Parents / Carers surveys on their views on the key aspects of their son/daughter/young person's journey from initial application to the College.
- Student Governor leading the student voice strategy at the College, with elected posts of President and Vice President.
- Tutorial Programmes designed centrally and covering a range of related topics to support and raise awareness.
- Themed events and activities covering key topics each year including Equality and Diversity, Rights and Responsibilities, Keeping Healthy, Employability Skills, Study Skills, Entrepreneurship and involvement in national awareness days such as Internet Safety, Anti-bullying and Mental Health Awareness.
- Additional Learning Support is a key aspect of learning and achievement – the College offers individual assessments, support and strategies to enable students to become more independent in their learning.
- Client Services team with specialist knowledge and expertise on financial support, support for those with learning difficulties and disabilities and help to apply for university.
- A confidential Counselling service and support available to all students.
Specialist staff to support those with more complex needs such as visual impairment, dyslexia.
- Learning Walks and Deep Dives which explore the implementation and impact of equality themes in the curriculum.

As an employer:

- Two Ticks disability symbol awarded which guarantees a job interview to applicants with a disability that meet the minimum essential criteria.
- Online training is mandatory for all staff in equality and diversity, safeguarding including Prevent.
- Comprehensive induction provided to all new staff, covering expectations in relation to equality and diversity and the procedures and processes that support these expectations.
- Termly Equality Forum chaired by the Chief Executive and comprising staff from across the organisation.
- Termly monitoring of equality and diversity data through Support and Performance Reviews to monitor progress and achievements.

- Termly reporting on equality and diversity data to Governors' Learning and Quality and Finance and Resources committees.
- A varied teaching and learning CPD programme to support teaching staff in raising awareness and embedding equality, diversity and inclusion in their teaching, learning and assessment.
- Recognition and consultation with two trade unions – UCU and Unison.
- Encouragement of feedback from staff on our policies and procedures and how they see the College as an employer.
- Regular all staff meetings held, and slides uploaded onto College intranet to ensure accessibility.
- Regular departmental and one-to-one meetings to ensure employees have an opportunity to raise concerns.
- Comprehensive HR Support and advice service provided to employees and managers.

FEEDBACK MECHANISMS

The College aims to provide service users and staff with a service that exceeds your needs. However, we accept that sometimes we don't quite get things right, and when this happens, we would like to hear about it so that we can address the issue and ensure that it doesn't happen again. There are a number of informal channels, such as speaking to a member of staff at the time, which we expect would usually lead to a resolution of the problem. However, if a customer feels it is necessary to pursue a complaint formally, they can be assured that we will treat it seriously and impartially.

Feedback can be provided to the College through a variety of methods:

Online as per the College Feedback process.

Email to clientservices@esc.ac.uk

Telephone 01737 788444

By post to Admissions and Enrolment Manager, East Surrey College, Gatton Point, London Road, Redhill, Surrey, RH1 2JX